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ABSTRACT

This guide for a balanced physical education program identifies key activity areas, offered on a sequential basis for Grades K-12, that develop personal living skills and lead toward the objective of lifetime activity. Learning outcomes of the psychomotor, cognitive, and affective domains are addressed at each grade-level cluster. The guide provides direction through suggested program activities and, because each school community has different needs, facilities, and resources, it provides flexibility in meeting those differences. In each activities area (e.g., gymnastics, outdoor living skills, rhythm and dance), a chart is provided for checking the personal living skills developed through the activity as well as a student learning outcome evaluation outline. Specific safety considerations are addressed in the narrative of each activity area. (JD)

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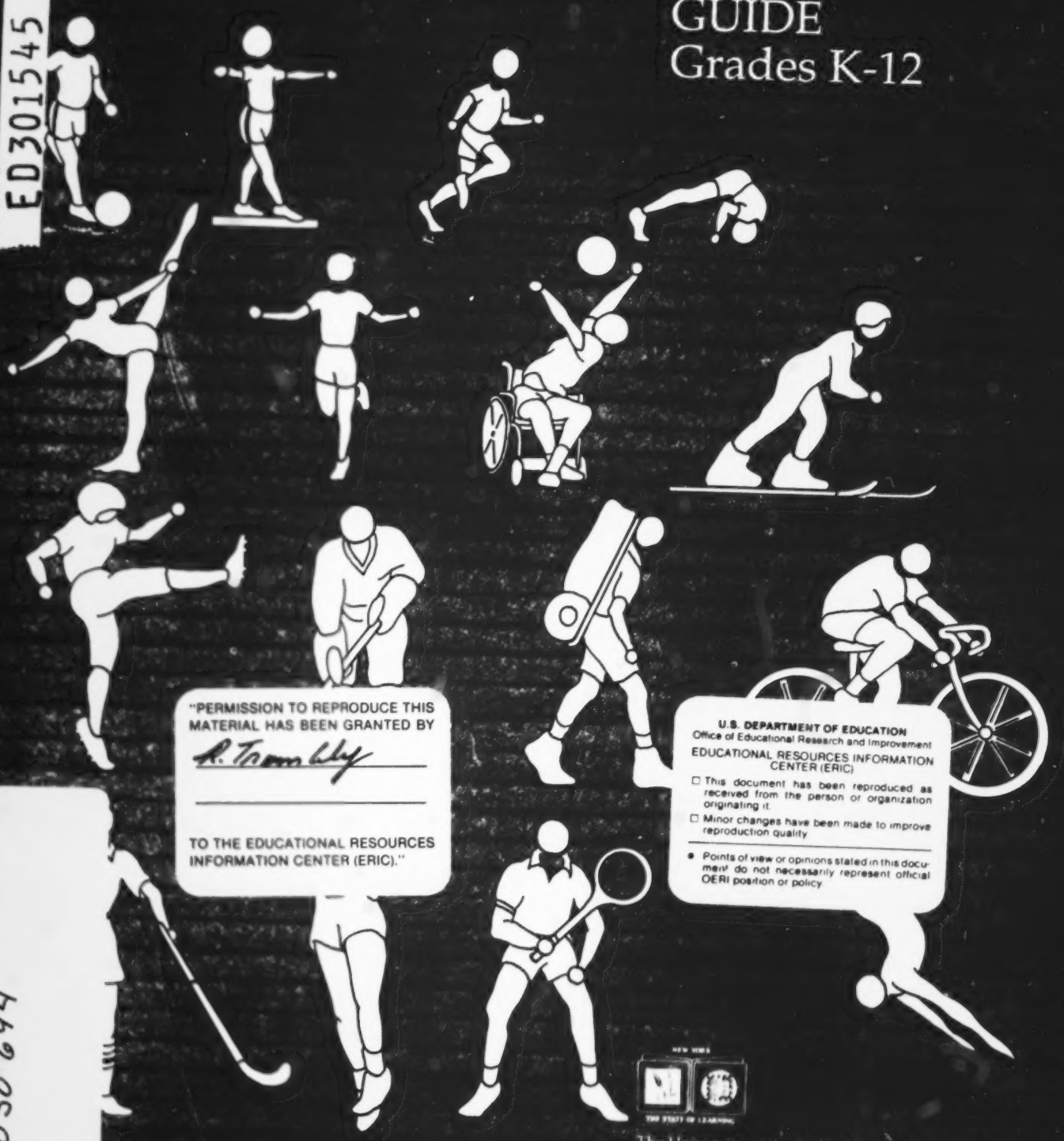
GUIDE
Grades K-12



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THE STATE EDUCATION DEPARTMENT
Bureau of Curriculum Development
Albany, New York 12234

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August 1988

TO: Persons with Responsibility for Implementing Physical Education Programs

FROM: Edward T. Lalor, Director, Division for Program Development
Michael C. Willie, Director, Division of Pupil Health and Fitness

The publication Physical Education Guide, K-12 is intended to assist educators in planning, teaching and evaluating the physical education program at the local level.

This publication has been sent to principals of public and nonpublic elementary and secondary schools, directors and coordinators of curriculum and instruction, directors, coordinators, supervisors, and department chairpersons of physical education and teachers of physical education.

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PHYSICAL EDUCATION

GUIDE
Grades K-12

The University of the State of New York
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Contents

Foreword vi

Overview 1

Rationale and Use of the Guide 3

Safety 7

- Scope and Sequence 8
- Basic and Creative Movement/Perceptual Motor Skills 12
- Physical Conditioning 16
- Rhythm and Dance 18
- Games and Sports 25
- Aquatics (where possible) 32
- Gymnastics 41
- Outdoor Living Skills 47

Adapted Physical Education 52

Grading and Credit 55

Appendix

- A. Statement of Regents Goals for Elementary and Secondary School Students (1984) 57
- B. Students with Handicapping Conditions 62
- C. Sample-Physical Education Medical Recommendation Form 68
- D. Bibliography 69

Foreword

This guide for teachers serves as an essential link between the Regents goals and the regulations of the Commissioner of Education, as interpreted by the Physical Education Syllabus, Grades K-12, and the physical education program as planned and taught at the local level. Its goal is to provide basic information and establish a process that teachers can follow in planning, teaching, and evaluating a sequential physical education program.

This guide was developed by the following writers: Mary Sue Carr, Teacher, Hicksville High School, Hicksville; Ernest Coons, Professor, State University College at Plattsburgh; Susan E. Herrington, Director of Physical Education, Cambridge Central High School, Cambridge; John Thomas Hogan, Chairperson, High School Physical Education Department, Brockport High School, Brockport; Michael Marcus, Teacher, P.S. 20, Brooklyn; Ellen S. Tadken, Teacher, Ridgefield, CT; Barbara Wardwell, Teacher, Lockhart Elementary School, Massapequa; David L. Wooster, Director of Physical Education, Guilderland Central School, Guilderland. The manuscript was reviewed by staff from the Office for Education of Children with Handicapping Conditions and by the Office of Civil Rights and Intercultural Relations.

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Overview

The major goal of education is to facilitate the development of students so that they may reach their full potential as human beings. The responsibility of the physical education program, together with the health education and safety education programs, is to provide opportunities for students to achieve the skills, knowledge, and attitudes that will allow them to attain an optimal quality of life and well-being. These programs should be essential components of the overall educational process, providing knowledge-based experiences through which responsibility, decision making, and confidence are constantly nurtured. Each program should contribute to the learning experiences that will help achieve the goals (and subgoals) of the Board of Regents for the students of New York State:

"The goals, expectations, and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual, we desire an educational system that will both stimulate and urge the full development of potential..." (New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York, April 1984, page 7)

The content of physical education involves the art and science of human movement. It must be taught within a curricular framework that focuses on the physical activities, skills, knowledge, and attitudes that will prepare students to function effectively in a changing society. The physical education program must recognize the wide range of abilities and interests of students and seek to offer choice and flexibility while maintaining optimal standards and requirements. It should be diverse enough to accommodate the differences found in the cognitive, affective, and psychomotor maturation rates of students by providing an environment in which optimal development can take place for each individual. Each student should have the opportunity to become a responsible, independent decision maker who has positive feelings of self-worth and of the worth of others. Each student should be prepared not merely to cope in society but to be a creative, contributing member who will enjoy a positive, healthy lifestyle in a safe environment.

Rationale and Use of the Guide

This guide is designed to help you develop a local physical education program that will achieve the identified learning outcomes as described in the New York State *Physical Education Syllabus, Grades K-12*. The program model identifies key activity areas, offered on a sequential basis from grades K-12, that develop personal living skills and lead toward the objective of lifetime activity. Of primary importance is that the learning outcomes of the psychomotor, cognitive, and affective domains are addressed at each grade-level cluster.

By implementing the program model, you will offer a balanced physical education program to students in grades K-12. This guide provides direction through suggested program activities and encourages you to refine those activities and develop additional ones to meet local student needs. Because each school community has different needs, facilities, and resources, the guide provides for flexibility in meeting those differences.

Personal Living Skills

The following are definitions of the personal living skills addressed in this guide:

Cardiovascular Fitness — the degree to which the cardiovascular system can meet the physical demands upon the body.

Musculoskeletal Fitness — the degree to which the musculoskeletal system can meet the physical demands upon the body.

Cooperation — helping others to achieve a common goal.

Risk Taking — willingness to venture into challenges.

Safety — awareness of situation where hurt, injury, or loss is minimized to self and others.

Initiative — self-motivation resulting in change and/or action.

Leadership — showing capacity to lead.

Followership — willingness to follow a leader.

Trust — demonstrating faith in another's judgment and/or ability.

Respect — giving consideration to others.

The activity sheets provide abbreviated lists of appropriate activities at all levels. You will certainly want to complement this list with other activities. To the right of each suggested activity is a grid that lists the personal living skills that the activities help to nurture. However, you may also teach an activity with an emphasis upon a personal living skill that is not checked. As you develop a larger selection of activities at appropriate levels, you should determine which personal living skills best lend themselves to the particular activity. You may also determine if there is need for a greater emphasis on a specific personal living skill and develop a unit or lesson in some activity around that skill.

In grades K-3, you should focus on developing a strong movement and perceptual motor skills program using four main areas (rhythm and dance; games; aquatics, where possible; and gymnastics) as the main source of activities. At upper-grade levels, with the benefit of receiving students who have developed basic skills, knowledge, and attitudes, you can focus upon developing a well-balanced program from all seven areas.

At any level, you can develop a yearly program using this guide in the following manner:

1. Look at the scope and sequence section in all of the activity areas to gain an understanding of the student learning outcomes in the three domains listed. For example, students in 6th grade need to be able to demonstrate various skills in specific situations (striking is a skill that is necessary in soccer, football, volleyball, etc.). They should be able to recognize the similarities and differences between games and sports (throwing and catching are skills needed for successful participation in both football and softball). They need to understand the importance of rules in the game or sport (rules make soccer different from basketball even though in both you try to score points).

2. Establish a yearly plan of activities that reflect the balance indicated in the suggested activity schedule.

3. As you progress through the yearly plan, look carefully at the activity area grid. The activity you choose with carefully planned instruction, will help develop the appropriate personal living skills. If you choose a teacher-developed activity, then you must consider how the activity will focus on the development of defined personal living skills.

   Example: A game of "balloon keep-up" would be appropriate to help develop striking skills as a leadup to soccer, volleyball, or football and thus satisfy the requirements in the scope and sequence. This type of game can also help to develop group cooperation, encourage risk-taking, and promote development of safety and trust.

4. As instruction proceeds, continually refer to the student learning outcome evaluation questions at the bottom of the activity sheets. At the end of each activity, determine whether instruction has facilitated planned student learning outcomes. If necessary, plan further activities to strengthen important areas not yet achieved.

5. Individuals or classes may show particular strengths or weaknesses with regard to personal living skills. Keep a record of these areas to assist you in the development of the next year's plans. For example, if over the course of a year's instruction you see that students possess excellent motor skills but do not work well in a group, you could recommend beginning the next year with more cooperation-building activities.

Safety

Safety must be an integral part of the physical education program. The Regulations of the Commissioner of Education require that the physical education program be designed to emphasize safety practices.

Boards of education have the responsibility to provide safe facilities and learning environments. Equipment and facilities must be modified appropriately to ensure safe access to and use by students with handicapping conditions. Modifications should be made by appropriately trained individuals. Staff supervising the use of such equipment should receive training in its use and maintenance.

As a physical education teacher, you have a legal responsibility to plan and conduct classes in such a manner that students can safely learn skills and develop proper knowledge and attitudes about safety in physical activities. Well-planned and directed programs minimize accidents. The laws regarding teacher liability are complex, but generally, proper supervision, efficient planning, and taking reasonable precautions to safeguard students are the best defense against charges of negligence. Specific safety considerations are addressed in the narratives of each activity area.

Scope and Sequence

The diagram on page 5 of the *Syllabus* represents the scope of the K-12 physical education program. It offers the framework for a well-balanced and diversified K-12 program including all the activity areas required by regulation. The sequence, an orderly progression of skills, knowledge, and attitudes within these areas, can be found in the *Syllabus* on pages 6-29. It is the source of the suggested activities.

A narrative preceding each activity area provides an introductory synopsis of that area and clarifies the expectations intended.

Each of the general activity areas is broken down by grade-level clusters (K-3, 4-6, 7-8, and 9-12). Within each grade-level cluster are further suggestions for each of the three domains (psychomotor, cognitive, and affective). While each of these sections may be read separately, it is important to understand that the three domains cannot operate in isolation. Every lesson must always include balanced aspects of all three. Finally, at the end of each section is a list that provides a broad range of possible activities.

Physical education contributes to the broad goals of education through the development of personal living skills. Personal living skills are those skills that contribute to an individual's becoming a fully functioning, productive, and concerned citizen. They are necessary catalysts for effective implementation of a lifelong pattern of participation in healthy physical and social activity. The physical education program should seek to develop each student's personal living skills by: (a) developing physical fitness (cardiovascular and musculoskeletal), (b) fostering communication, (c) promoting cooperation, (d) promoting risk taking, (e) encouraging safety, (f) developing initiative, (g) engendering leadership/ followership, (h) nurturing trust, and (i) promoting respect.

The scope of learning experiences necessary to foster optimal development of personal living skills should be articulated in a comprehensive plan for grades K-12. This plan should provide for a variety of opportunities for movement, selected to match and challenge each student's level of development. Activities and experiences should help students build a large movement repertoire (the psychomotor domain), gain increasing knowledge about movement possibilities (the cognitive domain), and become aware of and appreciate the value of effective and efficient movement as a lifelong skill (the affective domain).

The sequential learning experiences, designed to fulfill the need for optimal educational growth and development of each student, should be comprehensive and carefully planned. The experiences should be combined with appropriate teaching strategies to translate physical education concepts into programs that meet the physical and safety needs of each student.

At the entry level, K-3, students are guided through movement experiences in program areas of rhythm and dance, simple games, aquatics (where available), and gymnastics for the purpose of developing:

—a practical and working understanding of how their body does and can move (basic and creative movement), and

—an understanding of the relationship between parts of their body and objects (perceptual motor skills)

These two understandings are the foundation for all activities presented at other levels of the curriculum.

At the 4-6 grade level, students are given continuing experiences in the program areas of rhythm and dance, aquatics (where available), and gymnastics. Organized movement in the form of more structured games and sports leadups are introduced at this level. Knowledge and awareness of physical fitness, which were introduced at the K-3 grade level, are now developed through specific fitness and conditioning activities integrated throughout the intermediate units. At the 4-6 grade level, students are also introduced to activities that develop outdoor living skills.

At the 7-12 grade level, experiences gained at lower levels are built upon and expanded. In each of the defined areas of rhythm and dance, games, individual and team sports, aquatics (where possible), gymnastics, and outdoor living skills, the objectives are to:

—develop higher levels of competency in skills and knowledge,

—nurture positive attitudes toward movement, and

—foster maintenance of optimal physical fitness.

Checkpoints at the 3rd, 6th, 8th, and 12th grade levels permit monitoring of student progress in relation to defined program competencies. These competencies should reflect the learning that occurred in all program areas.

In the grids for each activity section of this guide, the program objectives are defined in the psychomotor, cognitive, and affective domains. These domains do not operate in isolation and often tend to overlap; however, they are presented in this format as an aid to developing and maintaining a logical consistency from general aims to specific objectives and to maintain an appropriate curricular balance.

The Scope and Sequence section is organized so it can be used in several ways. A school physical education department could take the K-3, 4-6, 7-8, and 9-12 sections and put together a program for each grade cluster or it could develop a given activity area as a K-12 program as part of the total program. Including co-education in the K-12 curriculum can help students to meet or exceed many program objectives.

Basic and Creative Movement/Perceptual Motor Skills

Basic and creative movement/perceptual motor skills is the exploration of movement through questioning and problem solving. The students have opportunities to become aware of and increase their understanding of the many movement challenges in: (1) locomotor action (run, jump, hop, leap, gallop, slide, skip); (2) nonlocomotor action (bend, stretch, curl, sway, turn, swing, fall); (3) manipulative skills (throw, catch, strike, dribble), and (4) perceptual motor skills (body awareness, spatial awareness) in relation to space, force, time, flow, feeling.

This unique, noncompetitive, and challenging atmosphere of movement exploration develops student confidence in the decision-making process. This confidence results in a repertoire of movement experiences in which students begin to accept and appreciate individual differences. Students should be encouraged to explore new and combined movement challenges while being aware of and understanding their physical and environmental limits. Activities in movement exploration may need to be modified for some students with handicapping conditions to ensure their participation.

SAFETY CONSIDERATIONS

1. The activity area must be checked and all hazards removed.
2. Equipment and facilities must be modified appropriately to ensure safe access to, and use by, students with handicapping conditions.
3. As the teacher, you must monitor and evaluate student and class skill levels and make appropriate selections of skills and strategies for teaching progression in the activities.
4. Instruction must be given to students in the safe and proper handling of the equipment used.
5. You must provide adequate supervision. Creative movement does not imply freedom to do anything anywhere.
6. Students must wear proper attire for freedom of movement.

ACTIVITY AREA: *Basic and Creative Movement/Perceptual Motor Skills*
LEVEL: K-3

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Locomotor & Nonlocomotor									
"Let's Take a Trip to..."	●		●		●		●		●
Cooperative musical hoops	●		●	●	●	●			●
Back to back	●		●	●	●	●		●	●
"Red Rover"	●			●	●	●	●		
"Freeze Tag"	●		●	●	●	●	●		●
Manipulative									
Bean bag catch & throw		●	●		●	●	●	●	●
Batting off a tee		●		●	●	●			●
Bowling at objects		●		●	●	●			●
Target toss		●		●	●	●			●
Kicking a stationary ball		●		●	●	●			●
Body Awareness									
Body parts identification									
Alphabet letters			●			●	●	●	●
"Simon Says"				●		●	●	●	●
Mirrors			●			●	●	●	●
Spatial Awareness									
"Keep Away"	●		●	●	●	●	●	●	●
"Running Bases"	●		●	●	●	●	●	●	●
"Poisonball"	●		●	●	●	●	●	●	●
"Squirrel in the Trees"	●		●	●	●	●	●	●	●
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate ability in basic locomotor skills?
Did the student demonstrate ability in nonlocomotor skills?
Did the student demonstrate ability in manipulative skills?
Did the student demonstrate ability to combine skills?

(Continued on following page)

(Continued from previous page)

Cognitive
Can the student recognize differences in locomotor skills?
Can the student identify nonlocomotor skills?
Can the student recall/create movement patterns?

Affective
Can the student accept and appreciate individual variations in performance?
Can the student follow prescribed movement patterns?
Does the student seek to participate in a variety of movement activities?

Physical Conditioning

Physical conditioning activities are planned instructional experiences that pervade all of the other activity areas. At the primary level, students are introduced to the basic terminology and concepts (endurance, cardiovascular, strength, etc.) and made aware of how particular activities can contribute to a specific concept. At the intermediate level students demonstrate understanding of these and more advanced concepts (the relation of work load to fitness development, large-muscle vs small-muscle activity, aerobic exercise) and begin to apply these learned concepts to other activity units.

With an understanding of the role that physical conditioning plays in skill and activity learning, students in grades 7-12 begin to learn how to develop conditioning programs specific to a particular activity. These may include running, rope skipping, Nautilus, or distance swimming, for example. By the time students leave high school, they should be able to develop a self-motivated personal conditioning program.

SAFETY CONSIDERATIONS

1. Don't allow students to take shortcuts in their warm-up sessions.
2. Make sure that the students are aware that your lesson objective is to help them gain better understanding of physical conditioning concepts and methods.
3. Encourage students to begin warm-ups and pre-class conditioning exercises on their own.
4. Monitor students carefully to assure that they are learning the proper techniques.
5. Help students develop conditioning exercises that are appropriate to their ability level. This is particularly important for those students with handicapping conditions who are physically disabled or who have motor impairments.

Rhythm and Dance

Rhythm is the natural flow of movement in everyday living as well as in dance, games, and sports. It is the timing, coordination, and smooth execution of movement in relation to our physical environment. Rhythm is walking safely through a crowd on a busy street, sensing when to take a shot on goal in a game, and moving in harmony to music in a dance. Rhythm is an inherent part of all movement.

Rhythmic activities and dance provide a means for creative and expressive movement. They encourage motor development, control, and mastery of one's own movement vocabulary. Students will explore in depth all facets of movement, individually and in groups.

The foundation of dance is the rhythmic aspect that leads itself to creative, imaginative, and problem-solving experiences in developing dance steps, phrases, and dance composition. Musical accompaniment in rhythmic activities and dance helps create a variety of movement patterns reflecting beat, tempo, intensity, and mood. It also includes such activities as aerobic dancing and jumping rope to music.

Through dance, students will experience an art form and develop aesthetic values and appreciation of this form. Rhythmic activities and dance can easily expose students to interdisciplinary areas and different cultural backgrounds. Dance provides students with unique opportunities for social interaction and it can become an ongoing lifetime activity.

SAFETY CONSIDERATIONS

Students bring to dance a variety of body types, abilities, and emotions. They must be taught to consider their individual differences in adhering to the following safety considerations. Each student should:

1. Perform thorough cardiovascular and musculoskeletal warm-ups prior to center and spatial movement or any vigorous activity. The body should feel warm. All stretching during the warm-up phase should be sustained and not of a ballistic nature.
2. Progress in sequence: standing, sitting, lying exercises to center work followed by space movements.
3. Apply the proper amount of force to muscles and control energy during specific movements.
4. Keep the body in proper alignment appropriate to the person's physical capabilities.
5. Be aware of the dangers of moving in space and movement in relation to other performers or objects.
6. Wear proper attire.

ACTIVITY AREA: *Rhythm & Dance*
LEVEL: *K-3*

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Even and Uneven Motor Patterns	•	•		•	•	•			•
Robots, tin soldiers, giants, saries, wind, horses									
Axial Motor Patterns		•		•	•	•			•
Leaves, rag dolls, pendulum, melting, trees, shapes, puppets, rain, thunder									
Emotions	•	•		•	•	•			•
Jumping for joy (happy)									
Walking, head down (sad)									
Lunge & strike (anger)									
Shrink away (fear)									
Utilize dance-sacks									
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate the ability to produce even, uneven and axial motor patterns?
Did the student demonstrate emotions through rhythmic patterns?
Did the student produce a creative rhythmic pattern?

Cognitive
Did the student distinguish between different types of rhythmic movement patterns?

Affective
Did the student accept and appreciate individual variations and enjoy rhythmic activity?

ACTIVITY AREA: *Rhythm & Dance*
LEVEL: 4-6

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Following Rhythmic Patterns	•	•	•	•	•	•	•		•
"Greensleeves"			•				•		•
"Virginia Reel"			•				•		•
Tinikling	•		•		•		•		•
"Dive for the Oyster"			•		•		•		•
Follow the drum: fast, slow, even, uneven	•		•	•	•		•		•
Mirror arm movements, even and uneven			•	•		•	•		•
Clap one rhythm and walk another				•		•			•
Combine two locomotor movements with one nonlocomotor				•	•	•			•
Aerobic Dancing	•	•		•	•				•
Jump Rope to music	•	•		•	•				•
Ballet: jetés	•	•		•	•				•
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student follow rhythmic locomotive and nonlocomotive patterns?

Cognitive
Did the student distinguish between different types of rhythmic patterns?

Affective
Did the student accept and appreciate individual variations in performance?

ACTIVITY AREA: *Rhythm & Dance*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Rhythm Activities	•	•		•	•	•			•
Basic nonlocomotor movements		•		•	•				•
Standing warm-ups: stretches, bends, leg swings		•		•	•				•
arm swings, pliés									
Sitting warm-ups: forward stretches, second									
position stretches, contractions, releases									
Lying down warm-ups: contractions, releases,									
leg swings									
Basic Locomotor Movements	•	•		•	•				•
Leaps, triplets, combinations, (run, run, leap, four									
skips forward, four turning) include time,									
space, force, and shape									
Abstract Sport Movements		•		•	•	•			•
(slow-motion) kick a football, throw a ball, slide									
into 1st.									
Dance Activities									
Folk dance steps:	•				•				•
schottische, polka, waltz, two-step mazurka									
Dance Activities									
Square dance steps:	•				•				•
do-si-do, sashay, allemand left and right, grand									
right and left, star									
Develop an aerobic dance to music	•	•			•	•			•
Demonstrate rhythm in locomotor and nonlo-	•	•			•	•			•
comotor manipulative skills									
Jump rope, scarves, ribbons, wands, pins,									
balloons, balls, buckets, chairs									
Ballet: learn the eight directions of the body	•	•		•					•
(échappés, changement...)									
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student perform a variety of different rhythm activities?
Did the student demonstrate rhythm in locomotive and nonlocomotive manipulative skills?

Cognitive
Did the student comprehend the pervasiveness of rhythm in all motor activities?
Did the student plan a fitness program around rhythm?

Affective
Did the student accept and appreciate individual variations in performances?
Did the student take pleasure in rhythmic activity?
Did the student seek rhythmic activity for fitness?

ACTIVITY AREA: *Rhythm & Dance*
LEVEL: 9-12

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Rhythmic Sequences	•	•	•	•	•	•			
Folk Dances: Horah, Norwegian Mountain March	•	•	•	•	•				
Square Dances: Lili Marlene, Oh Johnny, Oh	•	•	•	•	•				
Modern: walk in eight different directions, changing level, style, force, combine triplets and turns to left and right, combine running with a leap and a fall	•	•		•	•	•			
Ballet: perform a balance, a 4th position turn, an arabesque, and a fondu.	•	•		•	•				
Aerobic: perform to a commercial record	•	•		•	•				
Athletic & life skills: Perform a lay-up shot without a basketball, perform a sequence of movement to sound	•	•		•	•				
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student perform coordinated rhythmic sequences in various types of dance?
Did the student adapt rhythmic skills to athletic and life skills?

Cognitive
Did the student integrate rhythmic sequences into various types of dance and evaluate them?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student seek out and participate in rhythmic activity for personal pleasure and fitness?
Did the student recognize rhythm and dance as lifetime activities?

Games and Sports

Games and sports are an exciting, vigorous extension and application of basic movement skills. As students mature and improve their movement repertoire, games and sports provide an integration of physical skills with an excellent opportunity to build positive personal living skills. In an atmosphere of fun, students develop complex thinking skills. They can learn to adapt and refine these skills and rules for safe participation in lifetime sports. Activities in games and sports may need to be modified to ensure participation by some students with handicapping conditions.

At the K-3 grade levels, low organization games of a non-competitive nature provide an additional dimension to the development of basic and creative movement skills. These fun activities should be designed to motivate students to achieve the established performance standards of the syllabus. While some skeletal muscular fitness will occur, most primary level activities are not necessarily designed to develop significant improvements. Cardiovascular fitness may be a side benefit of these activities.

For grades 4-6, you will introduce the nature of the games and opportunities for learning the personal living skills through more organized activities. The elements of initiative, leadership, and followership are taught. Function fitness for participation becomes an important ingredient in the instructional units. Students will be exposed to more specific instruction to prepare for various sports in grades 7-8.

Students in grades 7-8 should be presented with instructional activities specially identified with organized and lifetime sports. However, you should modify the nature and rules of the sport being taught in order to accommodate the variations in growth patterns for this age group, as well as the variations in abilities.

For grades 9-12, the activities can be taught with a goal of full participation under organized rules for both individual and team sports. Here the importance of physical fitness is stressed.

SAFETY CONSIDERATIONS

1. Games selected must be appropriate to the skill and ability level of the participants.
2. Activity space must be appropriate to the size of the class and the age level.
3. The playing area must be free of hazards.
4. The equipment used must be appropriate to the age and skill of the participants. Additionally, equipment and facilities must be modified appropriately to ensure safe access to, and use by, students with handicapping conditions.
5. Defective equipment must be repaired or discarded.
6. Proper attire and protective gear must be worn.

ACTIVITY AREA: *Games & Sports*
LEVEL: K-3

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Circle Games									
"Split the Atom"		•	•	•	•		•		•
"Circle Throw"		•	•	•	•			•	•
Parachute activities		•	•		•		•		•
Line Games									
Pin kickball		•	•	•	•	•		•	•
"Newcombe"			•		•				•
"Wall Ball"	•	•	•	•	•	•			•
Tag Games									
"Foxes & Rabbits"		•	•		•				•
"Partner Tag"		•	•		•		•	•	•
"Snatch the Flag"	•		•	•	•	•		•	•
Self-Testing									
Jumping rope	•	•			•	•			•
Standing long jump		•		•	•	•			
Frisbee target toss		•			•	•			
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate proficiency in adapting movement sequences to games?

Cognitive
Did student recognize the structure of an activity?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student seek to participate in game activities?
Did the student demonstrate cooperation in group activities?

ACTIVITY AREA: *Games & Sports*
LEVEL: 4-6

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Modified Sports									
Lane soccer	•	•	•	•	•	•	•	•	•
"Scooter Kickball"		•	•	•	•	•	•	•	
"End Zone"	•	•	•	•	•	•	•	•	•
Sideline basketball	•	•	•	•	•	•	•	•	•
"Keep Away"	•	•	•	•	•	•	•	•	•
Throw & run softball		•	•	•	•	•	•	•	•
Forwards & backs	•	•	•	•	•	•	•	•	•
Individual Sports									
Bowling		•	•	•	•	•			•
Paddleball	•	•	•	•	•	•		•	•
Track & Field									
Running	•	•		•	•	•			
Throwing		•		•	•	•			
Jumping		•		•	•	•			
Juggling		•		•	•				
Unicycling		•		•	•				
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate ability to perform motor skills applied to various games and sports?

Cognitive
Did the student recognize the similarities and differences between various games and sports?
Did the student identify how games and sports can contribute to physical fitness?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student participate with sustained attention during activity?

ACTIVITY AREA: *Games & Sports*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Team Sports									
Soccer	●	●	●	●	●	●	●	●	●
Field hockey	●	●	●	●	●	●	●	●	●
Basketball	●	●	●	●	●	●	●	●	●
Softball		●	●	●	●	●	●	●	●
Volleyball		●	●	●	●		●	●	●
Wrestling		●	●	●	●	●	●	●	●
Track & Field									
Running	●	●	●	●	●		●	●	●
Throwing		●	●	●	●	●	●	●	●
Jumping		●	●	●	●	●	●	●	●
Individual Sports									
Paddleball	●	●	●	●	●	●		●	●
Tennis	●	●	●	●	●	●		●	●
Recreational Games		●	●						
Table tennis		●	●		●	●			●
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate proficiency and competence in basic skills of sports?
Did the student apply skills to sports situations?

Cognitive
Did the student demonstrate familiarity with specific criteria and terminology of sports terminology?
Did the student understand the rules of sports?
Did the student identify anatomical, biomechanical, and physiological principles involved in specific sports?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student appreciate the need for rules?
Did the student communicate pleasure in sports?

ACTIVITY AREA: *Games & Sports*
LEVEL: 9-12

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Individual and/or Lifetime									
Archery		•	•	•	•	•	•	•	•
Badminton		•	•	•	•	•		•	•
Fencing	•	•	•	•	•	•	•	•	•
Tennis	•	•	•	•	•	•		•	•
Bowling		•	•	•	•	•		•	•
Golf		•	•	•	•	•		•	•
Racquetball	•	•	•	•	•	•		•	•
Team and/or Lifetime									
Volleyball		•	•	•	•	•	•	•	•
Floor hockey	•	•	•	•	•	•	•	•	•
Football	•	•	•	•	•	•	•	•	•
Softball		•	•	•	•	•	•	•	•
Basketball	•	•	•	•	•	•	•	•	•
Lacrosse	•	•	•	•	•	•	•	•	•
Team handball	•	•	•	•	•	•	•	•	•
Field hockey	•	•	•	•	•	•	•	•	•
Soccer	•	•	•	•	•	•	•	•	•
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate refined proficiency and duration in individual and team games/sports? (2 team, 2 individual, 2 games, 2 lifetime sports?)

Cognitive
Did the student analyze game and sport situations and adapt play to meet changing situations?
Did the student compare the quality of play in games and sports?
Did the student classify games & sports in terms of lifetime participation possibilities?
Did the student demonstrate an understanding of anatomical, biochemical, and physiological principles when applied to specific sports skills?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student actively participate in games/sports for pleasure and fitness?

Aquatics

Aquatic activities develop the students' water skills, attitudes about water, and knowledge of the water environment. These activities may incorporate swimming, lifesaving skills, water games, small craft skills, scuba diving, synchronized swimming, and water survival techniques. It is important to stress safe, comfortable participation in water activities for leisure time, physical fitness development, and organized athletic value. Access to the water environment must be ensured for students with handicapping conditions.

Early aquatic instruction uses a series of locomotor and nonlocomotor water skills that allow students to become familiar with and gain confidence in the water. You need to develop the students' understanding of how and why the body moves through water. Personal water safety practices are developed at this early time.

Intermediate-level instruction concentrates on developing proficiency in basic swimming skills and understanding of their mechanics. Water safety emphasizes nonswimmer rescue techniques.

Advanced aquatics focuses on the refinement of skills and the development of life preserving and life saving skills. It also introduces water-related activities such as canoeing, fitness swimming, synchronized swimming, and scuba that afford students the option of lifelong participation. Throughout the entire aquatics sequence, the emphasis on personal safety, the concern for others, and the opportunity for lifelong participation should be stressed.

SAFETY CONSIDERATIONS

1. Rules and regulations must be posted and enforced including:

   No running on pool deck.

   No "Horseplay."

2. The activity area must be checked and hazards corrected prior to activity.
3. Proper equipment must be available for safe instruction and rescue, e.g., float devices and poles.
4. The pool area must be supervised by certified and qualified personnel only.
5. You must check to be sure you are the last person leaving the pool area.
6. The pool area must be secured when not in use.

ACTIVITY AREA: *Aquatics*
LEVEL: K-3

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Adjustment to Water									
Entry				•	•	•	•	•	
Breath control and bobbing	•	•		•	•			•	
Seeing underwater		•		•	•				
Buoyancy/Body Position									
Jellyfish float		•	•	•	•				
Prone float		•	•	•	•				
Supine float		•	•	•	•				
Propulsive Movements									
Arms "Doggie Paddle"		•		•	•				
Legs flutter kick		•	•	•	•				
Personal Safety									
Turning over		•	•	•	•			•	
Leveling off				•	•				
Treading water	•	•	•	•	•				
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate proficiency in a variety of locomotor and nonlocomotor water skills (adjustment in water, support, keeping afloat, propelling the body)?
Did the student demonstrate water movement sequences?

Cognitive
Does the student understand how the body moves in water?
Did the student explain how aquatics can contribute to physical fitness?

Affective
Did the student recognize and accept individual variations in performance?
Did the student gain satisfaction from participation in water-related activities?

ACTIVITY AREA: *Aquatics*
LEVEL: 4-6

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Water Entry									
Jumping into shallow water				•	•	•			
Jumping into chest-deep water				•	•	•			
Jumping into deep water				•	•	•			
Standing dive				•	•	•			
Rhythmic Breathing									
Bobbing	•	•		•					
Prone-crawl breathing	•	•		•					
Propulsive Movements									
Legs: flutter kick		•			•				
scissor kick		•			•				
whip kick		•			•				
Arms: crawl		•			•				
backstroke		•			•				
breaststroke		•			•				
sidestroke		•			•				
Underwater Swimming		•			•				
Personal Safety:									
P.F.D. (Personal Flotation Devices)								•	•
Knowledge of survival swimming				•	•	•			
Treading water		•							
Reaching assists-poles, towels			•			•		•	•
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student illustrate various propulsive movements in the water? (Propel body using only legs or the arms in a prone, side or supine position?)
Did the student breathe properly?
Did the student show competency in self-rescue techniques in water?

Cognitive
Did the student identify differences between various forms of water propulsion?
Can student describe and demonstrate safe aquatic practices?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student practice safe behavior in and around water?
Did the student seek to participate in aquatic activities?

ACTIVITY AREA: *Aquatics*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Water Entry									
Diving: approach, take off, entry		•		•	•	•			
Back dive: approach, take off, entry		•		•	•	•			
Jackknife: approach, take off, entry		•		•	•	•			
Swimming Stroke Refinement									
Crawl	•	•			•				
Backstroke	•	•			•				
Sidestroke	•	•			•				
Breaststroke	•	•			•				
Butterfly	•	•			•				
Personal Safety									
Surface dives				•	•				
Underwater swimming				•	•				
Reaching assist boards					•				
First-Aid Related to Aquatics									
Respiratory emergencies			•		•				
Shock			•		•				
Hypothermia			•		•				
Water Games									
Water polo	•	•	•		•			•	
Basketball	•	•	•		•			•	
Synchronized Swimming Skills	•	•	•		•		•	•	
Sculling-crawl, head up	•	•	•	•	•		•	•	
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student perform various strokes with refined proficiency and duration?
Did the student show competency in water entry (jump, basic front dive)?

Cognitive
Did the student identify the elements of various strokes?
Did the student rank strokes in order of personal degree of difficulty?
Did the student identify sequence of a dive into water (approach, take-off, entry)?

Affective

Did the student accept and appreciate individual variations in performance?
Did the student enjoy improving stroke quality?
Did the student seek to practice swimming and diving, when possible?
Did student assume responsibility for safe aquatic behavior?

ACTIVITY AREA: *Aquatics*
LEVEL: 9-12

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Water Entry: Diving									
Front dives		•							
Back dives		•							
Reverse dives		•							
Twisting dives		•							
Swimming Strokes:									
Butterfly	•	•							
Synchronized Swimming	•	•							
Strokes scooping, sculling	•	•							
Turns		•							
Surface dives		•		•					
Composition		•	•		•		•	•	•
Lifesaving Skills									
Equipment rescues			•		•	•	•	•	
Personal approaches, carries	•	•	•		•	•	•	•	
First Aid Related to Aquatics			•		•	•		•	
Boating & Canoeing									
Emergency procedures			•		•		•	•	•
person overboard, capsizing, distress signals									
Skill Development									
Basic canoe strokes		•		•					
Knowledge									
Terminology							•	•	•
Navigation laws, reg. safety equipment, rules of road, charts, accident reports									
Snorkeling	•	•	•	•	•	•		•	
SCUBA	•		•	•	•	•		•	
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student show duration in stroke execution?
Did the student perform a variety of dives?
Did the student demonstrate ability to perform a land and water rescue (approach, carry, resuscitation, etc.)?

Cognitive
Did the student specify differences between strokes?
Did the student compare the mechanics of different dives?
Did the student describe and demonstrate safe and unsafe aquatic practices?
Did the student relate water activities to fitness development?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student demonstrate confidence in stroke execution?
Did the student encourage safe behavior in and around water?
Did the student seek opportunities for aquatic participation?
Did the student recognize aquatics as a lifetime activity?

Gymnastics

Gymnastics is an umbrella term for simple stunts, tumbling, small apparatus, and large apparatus. It provides a means of applying previously learned movement skills in unique and coordinated ways. In all of the gymnastics subareas, emphasis is placed on learning and understanding how isolated skills can be combined into coordinated sequences called routines.

In the early grades students develop sequences of basic stunt and tumbling moves coordinated with assorted locomotor and nonlocomotor skills. Little time is spent on formal apparatus other than for development of awareness of strength needs and familiarity. As they become more proficient in understanding and applying previously learned skills on the mats and floor, they make a gradual transition to selected apparatus. By the high school years students have developed a wide variety of basic and intermediate skills and, using knowledge gained about fitness and biomechanical principals, can refine their performance.

SAFETY CONSIDERATIONS

All of the activities throughout the K-12 gymnastics units present inherent safety risks. Minimizing these risks through carefully planned sequential instruction while still challenging students is your ultimate concern. Guidelines to follow when presenting the unit include, but are not limited to:

1. Make sure adequate spacing is provided between students on floor activities and between apparatus work areas.
2. Assure that all tumbling and stunt areas are covered with appropriate matting.
3. Assure that all apparatus is adequately surrounded with appropriate matting.
4. Give the students a thorough warm-up that involves stretching of appropriate muscle groups.
5. Give students early opportunity for developing spotting skills and help them develop a strong appreciation for a spotter. (E.g., A spotter for even a log roll or tripod is an appropriate start.)
6. Work with students who have physical limitations in developing alternatives to specific skill performance.
7. Never let a student try a new stunt without your permission and never without a spotter. Discourage students from attempting an advanced stunt (a flip) before they have mastered those lower in the sequence.

ACTIVITY AREA: *Gymnastics*
LEVEL: K-3

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Simple Stunts									
Scale		•	•		•				
Tripod		•	•		•				
Frog stand		•	•		•				
Tumbling									
Log Roll									
Forward and backward rolls in different positions									
Simple combinations		•		•	•	•			
Small Apparatus									
Tuck hang on rings		•		•	•				
Tuck jump on springboard				•	•				
Large Apparatus									
Jump on/off vaulting box		•	•	•	•				
Straight arm travel on parallel bars		•		•	•				
Bird's nest on rings		•		•	•				
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student perform the tumbling and stunt maneuvers, as demonstrated?
Did the student demonstrate simple sequences?
Did the student perform simple apparatus maneuvers?

Cognitive
Did the student name maneuvers demonstrated?
Did the student use the maneuvers to construct simple sequences (routines)?
Did the student understand unique spatial orientations?
Did the student understand the concept of spotting for safety

(Continued on following page)

(Continued from previous page)

Affective

Did the student show appreciation for individual variations in performance?
Did the student demonstrate a desire to learn maneuvers and construct sequences?
Did the student enjoy exploring unique spatial orientations?
Did the student seek a spotter in new skill practice?

ACTIVITY AREA: *Gymnastics*
LEVEL: 4-6

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Simple Stunts									
Cartwheel				•	•				
Roundoff				•	•				
Pinwheels		•							
Tumbling									
Dive roll		•		•	•				
Simple routines		•		•	•	•			
Small Apparatus									
Skin the cat on rings		•		•	•				
Rope climb		•		•	•				
Simple routines		•		•	•				
Large Apparatus									
Scissor mount on parallel bars		•		•	•				
Knee circles on horizontal bar		•	•	•	•				
Simple routines		•		•	•				
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student imitate demonstrated maneuvers and sequences on apparatus and floor (simple routines)?
Did the student translate basic maneuvers to more complex sequences on apparatus?
Did the student demonstrate ability to spot in selected basic maneuvers (back bend)?

Cognitive
Did the student recall equipment and maneuver terminology?
Did the student recognize interrelationships of fitness and skill development?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student demonstrate willingness to create new maneuvers and sequences?
Did the student find pleasure in self-challenge on apparatus or floor?

ACTIVITY AREA: *Gymnastics*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Simple Stunts									
Handstands				•	•				
Pyramids			•	•	•		•	•	•
Kip up		•		•	•				
Tumbling									
Handsprings		•		•	•				
Necksprings		•		•	•				
Simple routines		•		•	•				
Small Apparatus									
Double rope climb		•	•	•	•			•	•
Single leg cut regrasp on rings			•	•	•			•	•
Refined routines		•		•	•	•			
Large Apparatus									
Cast on uneven bars		•		•					
Hip or knee circles on horizontal bar				•	•			•	
Refined routines		•		•	•	•			
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student develop unique sequences on floor and apparatus?
Did the student maneuvers and sequences demonstrate ability to spot?

Cognitive
Did the students discuss differences in skills application in different sequences?
Did the student understand the application of anatomical and biomechanical principles to skill performance?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student demonstrate appreciation of the aesthetic value of performance?
Did the student display confidence in basic routines?
Did the student show active participation in practice sessions?

ACTIVITY AREA: *Gymnastics*
LEVEL: 9-12

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Simple Stunts									
Double balances		•	•	•	•	•	•	•	•
Tumbling									
Student-developed routines		•		•	•	•			
Small Apparatus									
Creative routines, teacher and/or		•		•	•	•			
student developed									
Large Apparatus									
Creative routines, teacher and/or		•		•	•	•			
student developed									
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student display refined sequences on various apparatus?
Did the student demonstrate proficiency in spotting techniques?
Did the student exhibit appropriate fitness level to accomplish tasks?

Cognitive
Did the student apply anatomical/biomechanical principles in skill performance?
Did the student discuss role of fitness in performing gymnastic routines?
Did the student show awareness of the organization of a gymnastics meet and criteria for judging performance?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student display confidence in routines?
Did the student show participation in practice sessions?
Did the student demonstrate willingness to spot others?

Outdoor Living Skills

Outdoor living skills are experiences and activities providing skills and knowledge about the out-of-doors and an appreciation for the natural world. This activity area provides interdisciplinary approaches to other curriculum areas and often provides experiences to complement programs found in many schools, e.g., Outdoor Education, Environmental Educational, and Experiential Education. This should not be a duplication of curriculum, but rather an extension in the use of the out-of-doors and the natural environment in meeting identified needs of students. Access to the outdoor living skills activities must be ensured for those students with handicapping conditions who are physically disabled and have been appropriately placed in this class.

Outdoor living skills include activities specifically designed for a physical education curriculum. The real world of children, be it urban, rural, a vacant lot, meadow, park, historical site, or forest, provides the setting for teaching an outdoor living activity. The out-of-doors is a natural laboratory for hands-on learning from and in the environment.

The outdoor world provides the motivation, setting, and resources for unique physical education activities. Activities in environmental settings result in interdependence between students. Students working toward a common goal is a major objective of such programs.

Outdoor living skills may be new to many teachers of physical education. The physical education syllabus provides the framework for offering a balanced program in meeting students' needs through outdoor living skills and highlights the values to be derived from such a program. This guide offers you specific activities for outdoor living programs. You can also turn to other people who have expertise in specific outdoor activities to serve as program resources in the implementation of a quality outdoor living program. In order to teach about functioning in and enjoying the outdoors, you need to teach in actual outdoor situations.

Although outdoor living skills are not formally presented until the 4th-grade level, this method of teaching students *in* and *about* the outdoors is a necessary part of the K-3 curriculum. Basic understandings of effective group relationships, consideration for others, and movement in outdoor activities are all part of the K-3 curriculum. The natural use of the outdoors through the discovery process will provide the basis for more formal 4th-6th grade outdoor living activities.

ACTIVITY AREA: *Outdoor Living Skills*
LEVEL: 4-6

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Campcraft Activities			●		●				●
Fire building			●		●				●
Packing			●		●				●
Pioneer craft			●		●				●
Tents and shelters			●		●				●
Basic Cooking and Menu Planning			●		●				●
Map & Compass			●		●				
Resident Camping			●		●		●	●	●
Nature Walks	●		●		●		●	●	●
Open Fire Cooking			●		●		●	●	●
Action Awareness Games	●	●	●	●	●	●	●	●	
Cross-country Skiing	●	●		●	●			●	
Snow Shoeing	●	●		●	●			●	
Basic Angling Skills					●			●	●
Program Use & Selection of clothing and equipment			●		●				
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate ability to imitate skills involved in outdoor living activities?

Cognitive
Did the student recognize and define outdoor living activities?
Did the student apply basic fitness concepts to the activities in outdoor living environment?
Did the student discuss need for fitness within the outdoor living environment?
Did the student recognize the interrelationships of outdoor living with other disciplines (health, social studies)?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student demonstrate willingness for active participation in outdoor living activities?

ACTIVITY AREA: *Outdoor Living Skills*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Cycling	●	●			●				
Orienteering	●		●	●	●	●	●	●	●
Boating & Canoeing				●	●		●	●	●
Primitive Resident Camping			●	●	●	●	●	●	●
Cross-country Hikes	●	●	●		●		●	●	●
Snow Shoe Hikes	●	●	●		●		●	●	●
First Aid					●			●	●
Project Adventure-Type Activities									
Tension traverse	●	●	●	●	●	●	●	●	●
Trust fall	●	●	●	●	●	●	●	●	●
Seagull perch	●	●	●	●	●	●	●	●	●
Ice Skating	●	●			●			●	●
Use of Wood Tools				●	●			●	●
Outdoor Improvement Projects			●		●	●	●	●	●
Teacher-Suggested Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate competence at various basic skills involved in outdoor living?
Did the student participate in a planned outdoor living program?

Cognitive
Did the student understand and discuss the importance of application of personal living skills to outdoor living?
Did the student apply basic fitness concepts to outdoor living activities?
Did the student understand and discuss the importance of interrelationships between outdoor living and other subject areas?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student show willingness to comply with established rules of outdoor living activities?
Did student find pleasure in participation in outdoor living activities?
Did the student seek out the interrelationships existing with other subject areas (earth science, mathematics, biology)?

ACTIVITY AREA: *Outdoor Living Skills*
LEVEL: 9-12

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Advanced First Aid (CPR)					•		•	•	•
High-Adventure Activities									
Tow line bridge	•	•	•	•	•	•	•	•	•
Rock climb	•	•	•	•	•	•	•	•	•
Rapelling	•	•	•	•	•	•	•	•	•
Tripping									
Bike camping	•	•	•		•	•	•	•	•
Canoe camping	•	•	•		•	•	•	•	•
Overnight Resident Hikes	•	•	•		•	•	•	•	•
Outdoor Survival Activities			•	•	•	•	•	•	•
Orienteering	•	•		•	•	•		•	
Action Programs for Environmental			•		•	•	•	•	•
Improvement									
Teacher-Suggested Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate competence in advanced skills involved in outdoor living?

Cognitive
Did the student recognize the interrelationship of outdoor living skills and everyday situations?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student assume responsibility for carrying out rules of outdoor living?
Did the student value outdoor living as a lifetime activity?

Adapted Physical Education

For the purpose of this document, *adapted physical education* refers to a program that has been modified to meet the needs of any student who cannot participate in the regular instructional physical education program. Such programs may include, but are not limited to, students with handicapping conditions.

Adapted physical education has been defined by the Committee on Adapted Physical Education of the American Association for Health, Physical Education, and Recreation as:

> "a diversified program of development activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted activities of the general physical education program."

Such a program should be provided for some students with handicapping conditions, for those recuperating from injuries and accidents, and for those convalescing from long- or short-term illnesses who are fit to attend school. Activities should be selected and adapted to meet the needs, abilities, and limitations of all students. It means that physical education activities can be individualized in the same way as other aspects of the school program. Properly selected activities have the potential to improve the physical and mental status of students regardless of their present level of ability.

Adaptive physical education is defined in Section 200.1(b) of the Regulations of the Commissioner of Education to be "a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program."

The agency responsible for the education of the student shall provide the physical education services directly or make arrangements through other public or private programs. *Adaptive physical education* is considered a physical education program and, therefore, is not a related service.

An Individualized Educational Plan (IEP) must be written when any specialized physical education program is deemed an educational need for a student with a handicapping condition. When an IEP is written for a student with a handicapping condition, this program should be taught by a certified physical education teacher.

All students, regardless of ability level, need to participate in activities that will help develop the eight personal living skills and lead to participation in planned lifelong activity. Students bring to the instructional setting a continuum of abilities and disabilities with differing degrees of permanence. A disability that may require modification of one activity may not require modification of another.

This guide provides for students with handicapping conditions by encouraging you to develop or modify activities to meet individual student needs. The sample Physical Education Medical Recommendation Form in Appendix C is the first formal step in determining an appropriate program modification for an individual student. It requests that the attending physician provide essential diagnostic information in terms that permit you to more accurately determine to what extent an activity has to be modified to meet a particular student's needs. Where modification of an activity is still not appropriate for a specific student, placement into another planned activity is indicated. For example, a student confined to a wheelchair would not be able to cross-country ski but might be able to participate in guided tobogganing or receive weight room instruction. As activities change, ongoing evaluation and subsequent planning encourage and maximize opportunities for appropriate return to the mainstream.

Grading and Credit

Ongoing feedback to a student regarding performance, knowledge, and effort is an essential ingredient for effective learning to take place. Each activity area in this guide offers suggested evaluative questions that you can use to determine the degree of student learning of psychomotor skills, knowledge, and attitudes. If these expected student outcomes are known by the students, then you can use them as a basis for feedback to a student. For example: If the objective of a 4th grade gymnastics unit was for the students to be able to:

1. perform basic selected tumbling routines,
2. name elements of a tumbling routine as another performs, and
3. show willingness to improve performance,

you could simply tell students how well they performed or how actively they participated.

Formal grading at the elementary level should communicate to parents and students the need to reinforce the development of the skills, knowledge and attitudes sequentially defined at the appropriate levels in this guide. Reports to parents should include results of the most recent physical fitness testing of their child.

At the secondary level, formalized grading often by way of a computerized form, allows for S/U; A,B..., or 78, 83... The method of determining the final grade should consider:

1. Student skill growth potential.
2. Student knowledge.
3. Student effort and attitude.

It should be possible for a student with very limited skill growth potential (such as an obese student or one with a severely limiting handicapping condition) to achieve a good grade in an activity by demonstrating development in the other two areas.

The new Part 100 of the Commissioner's Regulations requires the granting of two units of credit for successful completion of the physical education requirements in grades 9-12. Part 100 also refers to Section 135.4 which requires all students to be scheduled in physical education each week of each semester of each school year. It is therefore important to have defined and clearly known by each student and the community what the requirements are for successful completion of physical education. Attendance in the class is not an acceptable sole criterion for success.

APPENDIX A

Statement of Regents Goals for Elementary and Secondary School Students (1984)

The Regents Statement of Goals for students includes skills and characteristics that each student should acquire through education. Responsibility for education is shared by the family, schools, and other organizations in each community. The Regents goals can be realized only through a concerted effort by all of these. The *Action Plan to Improve Elementary and Secondary Education Results in New York* focuses on the actions schools can and must take to help students meet these goals.

Our Action Plan is directed toward what children in New York should be, should know, and should be able to do. Our expectations and standards set for them reflect an anticipation of the knowledge, skill, and capacity they must have to meet ever more rigorous challenges for employment and economic competition; for carrying out their obligations in the governance of our democratic republic; for meeting their responsibilities to family, self, and community; and for the perpetuation of culture and civilization in New York.

The goals, expectations, and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual, we desire an educational system that will both stimulate and urge the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. We want each child to develop self-confidence and a belief in the success in learning. We want each to develop a capacity for continued self-learning. We want each to develop self-discipline and a sense of decency and responsibility.

In order to put those objectives for self-development in the perspective of what is necessary for the individual to contribute to and succeed in society, we have the more general standards and credentials of what each child and that child's own school needs to prepare the child to take part in a broader community.

The specific statements of goals that follow are all in terms of our expectations for students. They start with a first priority on language — the capacity to communicate that underpins all other learning. These statements of goals are, in turn, translated in the Plan to courses, subjects, disciplines, and methods of inquiry for examining the world. Taken together, the goals represent our judgments or choices for the meaning of a total elementary and secondary education.

1. Each student will master communication and computation skills as a foundation to:
   - 1.1 Think logically and creatively.
   - 1.2 Apply reasoning skills to issues and problems.
   - 1.3 Comprehend written, spoken, and visual presentation in various media.
   - 1.4 Speak, listen to, read, and write clearly and effectively in English.
   - 1.5 Perform basic mathematical calculations.
   - 1.6 Speak, listen to, read, and write at least one language other than English.
   - 1.7 Use current and developing technologies for academic and occupational pursuits.
   - 1.8 Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications.
   - 2.1 English language and literature.
   - 2.2 History and social science.
   - 2.3 Mathematics.
   - 2.4 Natural sciences and technology.
   - 2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:
   - 3.1 Ways to develop knowledge and appreciation of the arts.

3.2 Aesthetic judgments and the ability to apply them to works of art.
3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.
3.4 Ability to produce or perform works in at least one major art form.
3.5 Materials, media, and history of major art forms.
3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:
   4.1 Knowledge of American political, economic, and social processes and policies at national, state, and local levels.
   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:
   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.
   5.2 Respect for self, others, and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origins; religions; and political, economic, and social background and their values, beliefs, and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attitudes that enable development of:
   9.1 Self esteem.
   9.2 The ability to maintain physical, mental, and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

APPENDIX B

Students with Handicapping Conditions

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on Statewide testing programs and diploma requirements.

By providing instruction through this syllabus/curriculum, you have the opportunity to provide an educational setting that will enable the students to explore their abilities and interests. Instruction could be provided to handicapped students either by you as a teacher certified in this subject area or by special education teachers. As a teacher certified in this subject area, you would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

As a teacher certified in this subject area, you should become aware of the needs of those students with handicapping conditions participating in your classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education, or a student's IEP.

Strategies for Modifying Instructional Techniques and Materials

1. Prior to having a guest speaker or taking field trips, it may be helpful for you to structure the situation. Using a checklist or a set of questions generated by the class will help students focus on relevant information. Consider accessibility for students with handicapping conditions when you arrange field trips.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both you and the special education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define, and preteach key vocabulary. Many terms in this guide are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussions, demonstrations,

etc. and how they relate to the overall topic. Encourage students to express their understanding. It may be necessary to have small-group discussions or work with partners to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments, and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to complete individual sections in order to maintain the overall organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as for the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats that provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting a student's need for alternative testing techniques. This determination is made when a student is initially referred to CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **The modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by CSE as educationally handicapped are provided the alternative testing techniques that have been recommended by CSE and approved by the Board of Education.

Alternative testing techniques that have been specified on a student's IEP for use by that student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue high school diplomas to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual entitled *Alternative Techniques for Students with Handicapping Conditions*, which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, NY 12234

Infusing Awareness of Persons with Disabilities through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries, and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities and issues in regard to disabilities.

This curriculum, by design, includes information, activities, and materials regarding persons with handicapping conditions. You are encouraged to include other examples as may be appropriate to your classroom or the situation at hand. You are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.

APPENDIX C

Physical Education Medical Recommendation Form

TO DR. _____ DATE: _____ _____

All students registered in the schools of New York State are required by New York State Education Law and Regulations to attend courses of instruction in physical education. These courses must be adapted to meet individual student needs if the student has medical limitations. THIS MEANS THAT A STUDENT WHO IS UNABLE TO PARTICIPATE FULLY IN THE ENTIRE PROGRAM MUST HAVE ACTIVITIES MODIFIED TO MEET HIS/HER INDIVIDUAL NEEDS.

Your patient, _____, is registered in this school district and has indicated an inability to participate fully in the regular Physical Education program. So that you may assist us in designing a program adapted to meet his/her individual needs, would you kindly complete this form and return it to his/her school. Thank you for your cooperation!

Check only where NO PARTICIPATION is recommended in activities involving:

_____ Throwing	_____ Bending	_____ Pushing
_____ Catching	_____ Twisting	_____ Pulling
_____ Kicking	_____ Hitting	_____ Body Contact
_____ Running	_____ Walking	_____ Water
_____ Lifting	_____ Jumping	_____ Out of Doors
_____ Tumbling	_____ Stretching	_____ Other (Specify)

This is to certify that I have examined the above patient and recommend that his/her physical education program be modified according to the above until _____.
(Date)

Are there any specific exercises or activities you feel will be of benefit in helping pupil in the recovering process?

Yes ___ No ___ If so, what?_____

_____

Additional Physician's Remarks (on back)

_____ _____
(Physician's Signature) (Date)

NOTE: This report will be attached to the student's health record with duplicates sent to the parent/guardian, physical education teachers, and Director of physical education.

APPENDIX D

Selected Bibliography

The following is a brief listing of resource books available for teaching physical education. Numbers in parentheses at the end of each listing indicate what areas can be referenced. This is not meant to be either a complete reference guide or a recommended guide. It is merely a source guide to use as a framework for building a more complete professional resource library.

Movement(1)
Rhythm/Dance(2)
Games and Sports(3)
Aquatics(4)
Gymnastics(5)
Outdoor Living Skills(6)
Physical Conditioning(7)

AAHPER. *Swimnastics Is Fun*, Washington, DC: AAHPER Publications, 1975. (1,2,4,7)

Anderson, B. *Stretching*. Bolinus, California: Shelter Publications, 1980. (1,2,3,5,7)

Arnheim, D. & Pestolesi, R. *Elementary, Physical Education A Developmental Approach*, St. Louis, MO: C.V. Mosby Co., 1978. (1,2,3,4,5,7)

Counselman, J. *The Complete Book of Swimming*. New York, NY: Atheneum Publishing, 1977. (4,7)

Dauer, V. P., & Pangrazi, R. *Dynamic Physical Education for Elementary School Children*, (7th ed.). Minneapolis, MN: Burgess Publishing Co., 1983. (1,2,3,5,7)

Disley, J. *Orienteering*. Harrisburg, PA: Stackpole Books, 1978. (6,7)

Fluegelman, A. (Ed.). *More new games*. Garden City, NY: Doubleday, 1980. (1,3,6,7)

Fluegelman, A. (Ed.). *The New Games Book*. Garden City, NY: Doubleday, 1976. (1,3,6,7)

Fonda, J. *Jane Fonda's Workout Book*, Simon and Schuster, New York, NY, 1981. (1,2,7)

French, R. & Harvat, M. *Parachute Movement Activities*. Byron, CA: Front Row Experience. (1,2,7)

Furst, C. & Rockefeller, M. *The Effective Dance Program in Physical Education*. West Nyack, NY: Parker Publishing Co., 1981. (1,2,5,7)

Hypes, J. *Discover Dance: Teaching Modern Dance in Secondary Schools*. Washington, DC: National Dance Association of the AAHPERD, 1978. (1,2,7)

Kizer, D. D. & Piper, W. S. *Practical Approaches to Teaching Physical Education*, Ithaca, NY: Movement Publishing Inc., 1984. (1,2,3,4,5,6,7)

Kjellstrom, B. *Be an Expert With Map and Compass*. New York, NY: Charles Scribners and Sons Publishers, 1976. (3,6,7)

Nichols, B. *Moving and Learning, the Elementary School Physical Education Experience*. St. Louis Times Mirror/Mosby College Publishers, 1986. (1,2,3,4,5,6,7)

Orlick, T. *The Second Cooperative Sports and Games Book*. New York, NY: Pantheon Books, 1982. (1,3,5,7)

Rochnke, K. *Cowstails and Cobras*, Hamilton, MA: Project Adventure Inc., 1977. (1,3,6,7)

Rochnke, K. *Silver Bullets*. Hamilton, MA: Project Adventure Inc., 1985. (1,3,6,7)

Sherrill, C. *Adapted Physical Education A Multidisciplinary Approach*, (2nd Ed.), Dubuque, IA: Brown Co. Publishers, 1982. (1,2,3,4,5,7)

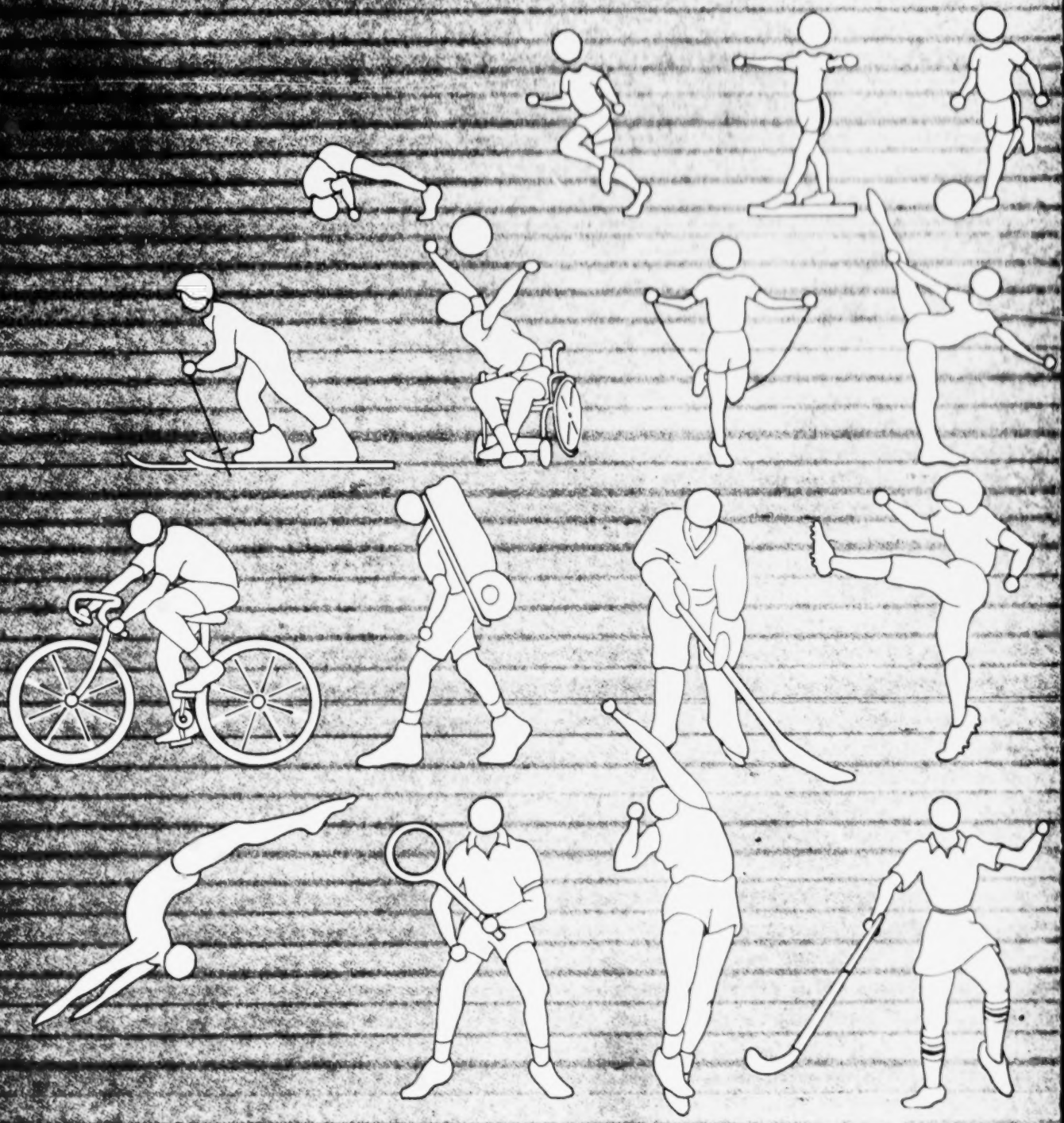
Shurr, E. *Movement Experiences for Children*, (3rd Ed.), Englewood Cliffs, NJ: Prentice Hall, Inc. (1,2,3,4,5,7)

Sorenson, J. *Aerobic Dancing*, New York, NY: Rawson Wade Publishers, Inc., 1979. (1,2,7)

Vannier, M.H. and Fait, H.F. *Teaching Physical Education in Secondary Schools*. Philadelphia: W.B. Saunders, 1974. (2,3,4,5,6,7)

Yoshida, K. *Total Life Exercise Book*. New York, NY: Collier Books, 1980. (1,2,4,7)

New York State Education Department
Albany, New York 12234



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